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FURTHER PROMOTION AND ENCOURAGEMENT OF HUMAN RIGHTS AND FUNDAMENTAL FREEDOMS, INCLUDING THE QUESTION OF THE PROGRAMME AND METHODS OF WORK OF THE COMMISSION

# Implementation of the Plan of Action for the United Nations Decade for Human Rights Education (1995-2004)

## Report of the High Commissioner for Human Rights

## Introduction

1. At its forty-ninth session, in resolution 49/184 of 23 December 1994, the General Assembly proclaimed the ten-year period beginning on 1 January 1995 the United Nations Decade for Human Rights Education. It welcomed the Plan of Action for the Decade contained in the addendum to the report of the Secretary-General (A/49/261-E/1994/110/Add.1, annex). It also requested the United Nations High Commissioner for Human Rights, with the assistance of the Centre for Human Rights, among others, to coordinate the implementation of the Plan of Action.

2. The Plan of Action has five objectives: the assessment of needs and the formulation of strategies; the building and strengthening of human rights education programmes at the international, regional, national and local levels; the coordinated development of human rights education materials; the strengthening of the role of the mass media; and the global dissemination of the Universal Declaration of Human Rights. The Plan focuses on stimulating and supporting national and local activities and initiatives and is built upon the idea of a partnership between Governments, international organizations, non-governmental organizations, professional associations, individuals and wide sectors of civil society.

3. At its fifty-first session, in resolution 1995/47 of 3 March 1995, the Commission on Human Rights, recalling that it is the responsibility of the High Commissioner for Human Rights to coordinate relevant United Nations education and public information programmes in the field of human rights, and also to coordinate the implementation of the Plan of Action, called upon all Governments to contribute, in cooperation with non-governmental organizations, educators and the media, to the implementation of the Plan of Action and in particular to consider the establishment of a national focal point for human rights education, the development and implementation of an action-oriented national plan for human rights education and the creation of a national resource and training centre for human rights education, as foreseen in the Plan of Action. Governments were also invited to transmit to the High Commissioner for Human Rights comments with a view to supplementing the Plan of Action. The Commission requested the High Commissioner to submit at its fifty-second session his proposals for supplementing the Plan of Action, taking into account the views submitted by Governments.

4. In addition, the Commission requested the High Commissioner, with the assistance of the Centre for Human Rights and in cooperation with the United Nations Educational, Scientific and Cultural Organization to carry out the survey on human rights education and to prepare the preliminary report provided for in the Plan of Action as soon as possible, and to convene, at the appropriate time, the international planning conference for the Decade.

5. Furthermore, the Commission requested the Secretary-General to consider the possibility of establishing a voluntary fund within the Office of the High Commissioner for Human Rights to be used in the implementation of the Plan of Action, with special emphasis on support for the human rights education activities of non-governmental organizations; requested the human rights monitoring bodies to place emphasis on the implementation by Member States of their international obligation to promote human rights education; invited specialized agencies, in particular UNESCO and the International Labour Organization, and United Nations programmes, especially the United Nations Children's Fund, to contribute to the implementation of the Decade; and called upon non-governmental organizations, as well as other social justice groups, to increase their involvement in formal and non-formal education in human rights and to cooperate with the Centre for Human Rights in implementing the Plan of Action.

6. The present report is submitted in accordance with the request of the Commission contained in resolution 1995/47.

7. At its fiftieth session, the General Assembly, recalling its resolution 49/184 and taking note with appreciation of the report of the High Commissioner for Human Rights on the implementation of the Plan of Action for the Decade (A/50/698), adopted resolution 50/177 of 22 December 1995.

8. The Assembly appealed to all Governments to contribute to the implementation of the Plan of Action and, in particular, in accordance with national conditions, to establish a national focal point (national committee) and a resource and training centre for human rights education, or where such a

centre already exists, to work towards its strengthening, Governments were also requested to develop and implement an action-oriented national plan for human rights education.

9. The Assembly requested the United Nations High Commissioner to coordinate the implementation of the Plan of Action and to carry out the tasks enumerated therein; it also requested the Centre for Human Rights, in cooperation with existing monitoring bodies, United Nations specialized agencies and programmes, (in particular UNESCO, UNICEF and ILO), and other competent intergovernmental organizations to contribute, within their respective spheres of competence, to the implementation of the Plan of Action and to cooperate with the High Commissioner in this task.

10. Furthermore, the Assembly called upon non-governmental organizations, as well as all other social justice groups, human rights advocates, educators, religious organizations and the media, to increase their involvement in formal and non-formal education in human rights and to cooperate with the High Commissioner and with the Centre for Human Rights in implementing the Plan of Action.

11. Finally, the General Assembly requested the Secretary-General to consider the possibility of establishing a voluntary fund for human rights education, with special provision for the support of the human rights education activities of non-governmental organizations, to be administered by the Centre for Human Rights.

## I. IMPLEMENTATION OF THE PLAN OF ACTION FOR THE UNITED NATIONS DECADE FOR HUMAN RIGHTS EDUCATION

12. This section supplements the report of the High Commissioner to the General Assembly (A/50/698) by providing new information, in particular concerning activities undertaken between October 1995 and February 1996.

### A. High Commissioner/Centre for Human Rights

#### Publicizing and seeking support for the Plan of Action

13. The High Commissioner, in order to generate support for the Decade at the highest levels of government, addressed letters in October 1995 to the heads of State or Government of Member States and observer States of the United Nations, transmitting to them the Plan of Action for the Decade. In his letters, the High Commissioner stated his belief that an investment today in human rights education would be repaid many times over in the future in the form of stronger, more prosperous and peaceful societies; achieving that goal would require leadership, in particular from the highest levels of government. The High Commissioner also sought support for establishing national committees for human rights education as focal points for Decade activities; he asked that achievable goals be set and that the intellectual and material resources necessary to reach them be provided. Notes verbales were also addressed to all Governments drawing their attention to General Assembly resolution 49/184 and Commission on Human Rights resolution 1995/47, and soliciting comments with a view to supplementing the Plan of Action. In addition, attention was drawn to the Commission's specific requests to Governments to consider in

particular, in accordance with national conditions, the establishment of a national focal point for human rights education, the development and implementation of an action-oriented national plan for human rights education and the creation of a national resource and training centre for human rights education.

14. The High Commissioner also addressed letters to United Nations specialized agencies and programmes, regional intergovernmental organizations, human rights treaty bodies, the United Nations University and other organizations, transmitting the Plan of Action, encouraging each organization or body to contribute to achieving the Plan's objectives and seeking to establish a solid basis for cooperation.

Coordination with UNESCO

15. The High Commissioner is placing particular emphasis on the coordination of activities with UNESCO, given its experience and ongoing activities in the field of human rights education. In this regard, a Memorandum of Understanding between the High Commissioner and the Director-General of UNESCO was signed in October 1995. The Memorandum of Understanding provides a framework for regular consultations and cooperation with respect to several activities, including the conducting of research and preparation of materials for human rights education and the planning and implementation of important events such as the fiftieth anniversary of the Universal Declaration of Human Rights in 1998.

16. Some activities have already been carried out within this framework. In January 1996, a representative of the High Commissioner participated in the annual meeting of Directors of Human Rights Institutes held at UNESCO headquarters in Paris, which focused on the Decade; in February, a delegation from UNESCO met in Geneva with the High Commissioner and members of the Centre for Human Rights to discuss in detail, inter alia, joint activities to be undertaken in the framework of the Decade. The High Commissioner will also cooperate with the UNESCO Advisory Committee on Education for Peace, Human Rights and Democracy, which will hold its second annual meeting in March 1996.

Practical assistance

17. To be able to assist in carrying out the activities foreseen in the Plan of Action, the High Commissioner/Centre for Human Rights has developed a two-year project to obtain financial support through contributions from Governments to the Voluntary Fund for Technical Cooperation in the Field of Human Rights. The main objective of this project, the enhancement of national capacities for human rights education, is expected to be reached through:

(a) The collection and dissemination of information on existing programmes and materials for human rights education at the international, regional and national levels;

(b) The development and dissemination of materials for human rights education;

(c) The development and dissemination of methodologies for human rights education;

(d) The increase in the awareness of human rights standards and mechanisms among the population at large through the media.

18. This project will support, among other activities:

(a) The carrying out of the two surveys envisaged in the Plan of Action, i.e. on existing programmes and materials for human rights education at the international, regional and national levels and on the existing versions of the Universal Declaration for Human Rights. This information will be made available to recipient countries through a database;

(b) The preparation of manuals and handbooks on human rights training for professional groups and/or with thematic focus and materials for the pre-primary school audience to be distributed, with existing publications of the Centre for Human Rights for human rights education, in recipient countries;

(c) The preparation of guidelines for the development and the implementation of national plans of action for human rights education, and a publication on human rights education methodologies.

19. The project was discussed in detail with UNESCO, the cooperating agency, in February 1996, with a view to coordinating its implementation; in this regard, a steering committee composed of representatives of the two bodies will be set up in the short term.

20. As already mentioned in his report to the General Assembly, the High Commissioner has decided to provide financial assistance to an international consultation on the relevance of educational theories and practices to human rights education to be organized by the Government of Costa Rica in 1996.

21. A preliminary survey on existing versions of the Universal Declaration of Human Rights has already been conducted within the United Nations Secretariat (Centre for Human Rights and Department of Public Information). This first survey resulted in the collection in the Centre for Human Rights of more than 160 language versions of the Universal Declaration, plus versions in pictorial, audiovisual and other formats, which constitutes the basis for further consultations in the implementation of component eight of the Plan of Action, i.e. the global dissemination of the Universal Declaration of Human Rights. In carrying out this project, the Centre is working closely with the Department of Public Information and its information centres and services throughout the world.

22. In addition, the Centre for Human Rights has started actively seeking support from and engaging in a dialogue with several international NGOs, centres and associations which run, often through their networks of national chapters, international programmes for human rights education addressed to specific targets or with a regional or thematic focus. Among the organizations and the institutions contacted are Amnesty International, the

Arab Institute for Human Rights, Education International, Human Rights Watch Film Festival, the International Service for Human Rights, the Netherlands Helsinki Committee, Service Peace and Justice in Latin America, the Open Society Institute, and World Association for the School as an Instrument of Peace. The High Commissioner is encouraging this dialogue and welcomes the establishment of a network in civil society in pursuance of the objectives of the Decade and in support of the High Commissioner's efforts in the area of human rights education.

23. Finally, the Centre for Human Rights is increasing the number of its human rights publications and their dissemination among governmental and non-governmental organizations. An updated list of these publications is available. It has also intensified its technical cooperation activities for the promotion of human rights, which are described in a separate report (E/CN.4/1996/90).

## B. States

### General observations on the Decade

24. In response to the above-mentioned letters from the High Commissioner, heads of State and governmental authorities from several countries (Algeria, Argentina, Brazil, Cambodia, Canada, Chad, Chile, Croatia, Cuba, Cyprus, Denmark, the Holy See, Iraq, Italy, Jamaica, Jordan, Liechtenstein, Malta, Mauritius, Monaco, Morocco, Norway, Peru, Paraguay, Romania, South Africa, Sudan, Sweden, Turkey, Ukraine and the Federal Republic of Yugoslavia) have expressed support for the Decade, and have provided information on steps already taken towards the implementation of the Plan of Action in their respective countries (copies of this correspondence are available from the Centre for Human Rights). Some countries have mentioned difficulties encountered in the implementation of the Plan of Action, and some have expressed the need for international assistance (Chad, Jordan, Morocco, Paraguay, Peru, Sudan). The authorities of other countries (Monaco, Malta, Sweden, Ukraine) requested the High Commissioner/Centre for Human Rights to provide materials for human rights education.

### Establishment of national focal points and national centres for human rights education

25. In 1995, the Commission on Human Rights and the General Assembly both appealed to all Governments to establish, according to national conditions, a national focal point (national committee) for human rights education, and a resource and training centre for human rights education. The Plan of Action for the Decade envisages that national focal points for human rights education would be designated in each State. Such focal points may consist of specially constituted committees including representatives of relevant government agencies, non-governmental organizations, the private sector and educators or, alternatively, existing appropriate structures or organizations, such as ombudsman offices, national human rights commissions, or national human rights training and research institutes.

26. It is suggested that the focal points' tasks should be to identify national human rights education needs and to develop a national plan of action

for human rights education containing specific objectives, strategies and programmes for the enhancement of human rights education at all levels, including preschools, primary and secondary schools, higher education, professional schools, training programmes for public officials and non-formal learning, including general public information. They should also be charged with raising funds; channelling international and regional inputs, information and support to the local and grass-roots levels in their respective countries and coordinating with regional and international bodies involved in implementing the objectives of the Decade; and reporting to the High Commissioner for Human Rights on needs, proposals and progress made towards the realization of the goals of the Decade.

27. The focal points should work in close collaboration with a national human rights resource and training centre capable of undertaking research, training trainers, preparing, collecting, translating and disseminating human rights materials, and organizing conferences, workshops and courses. States have been encouraged to establish such national centres or, where such centres already exist, to work towards their strengthening (see Plan of Action, paras. 60-61).

28. By the end of February 1996, the following national focal points and centres have been established:

(a) Algeria: National Observatory of Human Rights (focal point and centre), which is composed of members of the public sector and of associations;

(b) Argentina: National Direction for the Promotion of Human Rights within the Under-Secretary of Social and Human Rights of the Ministry of Interior (focal point and centre), which has already undertaken relevant activities in all sectors of society (see para. 31 below);

(c) Chad: Ministry of National Education (focal point) and National Commission of UNESCO (centre);

(d) Holy See: a national committee composed of representatives of several institutions (focal point).

(e) Norway: a National Committee for Human Rights Education has been established. Its members come from Government and a wide variety of private organizations, and it is organized as a working group under the Advisory Committee on Human Rights to the Ministry of Foreign Affairs, with the United Nations Association of Norway acting as secretariat. The activities of the Committee are funded by the Norwegian Government.

29. The Federal Republic of Yugoslavia has underlined the importance of the establishment of focal points at the national level and of providing them with intellectual and material resources, and other countries (Cyprus, Jordan, Paraguay, Romania, Sudan) have informed the High Commissioner of the imminent establishment of such structures. Cuba stated that the focal point should be within the Government, since it is the Government which is responsible for the formulation of national policies for human rights education. Some Governments (Brazil, Chad, Jamaica, Italy, Norway, Peru) pointed out the importance of

collaboration between Governments and the civil society in the implementation of the Plan of Action for the Decade. In this regard, Chad stressed the fact that since non-governmental organizations and associations of civil society are important actors in the area of human rights education and training, sometimes compensating for the limited action of the authorities, a positive contribution by States to human rights education could also be the elimination of obstacles to the creation of such organizations and associations.

Activities undertaken within the framework of the Decade

30. Several governmental authorities have informed the High Commissioner of activities relevant to human rights education or undertaken within the framework of the Decade. A summary of this information is provided below.

31. Primary and secondary schools. Governments' endeavours in this area are of two main types: (a) incorporation of human rights as a key element in national legislation regulating education in schools; and (b) production of materials, revision of curricula and textbooks and training of teachers. Such activities include the following:

(a) Chile has adopted the "Fundamental objectives and minimum obligatory contents of basic Chilean education", which constitute the educational policy basis for the design of school curricula and which include human rights issues, to be introduced in the curricula of compulsory schools by the end of the century;

(b) Turkey has included topics such as democracy and human rights in its educational system, incorporating them as key principles in the national Education Law, the Regulations on Primary and Secondary Schools and other related regulations;

(c) Romania has incorporated in its Education Law, (art. 4) the fostering of respect for fundamental human rights and freedoms as one of the ultimate aims of education;

(d) The Social Sciences Unit of the Department of Education of Malta, in collaboration with national NGOs, has started a broad programme of human rights awareness in schools and has prepared training materials on the rights of the child, on tolerance and on human rights in general. It has also promoted in-service courses for teachers on human rights, tolerance and peace;

(e) The Ministry of Education of Mauritius has set up a "curriculum panel team" to revise materials to be used in schools for "human values education", and is working in close cooperation with a national NGO dealing with teachers' training in this regard;

(f) The Ministry of Human Rights and the Ministry of Education of Morocco have signed an agreement for the introduction of human rights education in schools and have presented to the High Commissioner a project including, inter alia, the production of human rights training and educational materials for teachers and students, and the training of teachers, authors of textbooks and curricula and other concerned school personnel in human rights standards;

(g) Jordan has informed the High Commissioner of a project for the introduction of human rights terms and concepts into school curricula which includes the establishment of a committee of human rights experts (including representatives of the Ministry of Education and specialists in human rights), a workshop on human rights to be attended by drafters of curricula, a survey of existing textbooks to determine how human rights are presented, and the preparation of training materials and aids for school personnel and of reference sources for students;

(h) Peru noted that in 1995 the new secondary school curricula including human rights issues (courses in "civic education" and "family education") was introduced;

(i) In Turkey, courses on "civics and human rights" and "democracy and human rights" are offered to secondary school students. Courses and seminars on human rights for administrators and teachers were organized in 1995 and are foreseen for the future;

(j) Chad is considering the integration of human rights into the school curricula.

(k) Paraguay has adopted a new educational reform providing for a new school curriculum which incorporates the subject "education for democracy", considered to be one of the main themes concerning respect for the dignity of the human being;

(l) Norway reported that the principles of human rights and information about the organization and activities of the United Nations are already included in the curriculum of Norwegian schools.

32. University teaching. Peru pointed out that human rights constitutes a subject of study in several law faculties of the country, and in one of them training materials and manuals on human rights are being elaborated to be used by teachers in schools. Turkey reported that human rights issues are included in MA and PhD programmes.

33. Personnel of the justice sector and armed forces. Since 1992, Turkey has included human rights in the curricula of the gendarmerie schools. The number of courses relating to human rights has been increased in police colleges and academies, where the topic is a separate course in the curricula. A number of police officers participate in the exchange training programmes of the Council of Europe. In addition, prison and security personnel are trained in human rights and the Government's commitments under international law. Chad informed the High Commissioner that the human rights training programmes for the military and for the administration of justice personnel contain disciplines relating to human rights.

34. General public. Several activities aimed at increasing human rights awareness among the general public have been undertaken. For instance, the President of Brazil has instituted a National Prize for Human Rights, to be awarded by the President on 10 December to personalities and organizations particularly active in the promotion of human rights. Malta has proposed to the competent authorities the production of a TV campaign on human rights.

35. Comprehensive initiatives for human rights education at the national level. Three initiatives on human rights education, undertaken in Argentina, Italy and Ukraine, are specifically noteworthy for their comprehensiveness:

(a) In 1995, Argentina designated a focal point for human rights education. The focal point (see para. 28 above), through a project of technical cooperation established with the Centre for Human Rights, has carried out, in collaboration with non-governmental organizations, a series of significant activities. These include: training courses on human rights for teachers, aimed at the establishment of a national network of teachers for human rights education; dissemination of human rights documents such as the Vienna Declaration and Programme of Action, the Universal Declaration of Human Rights and the Convention on the Rights of the Child; establishment of a publicly accessible National Documentation Centre; preparation and dissemination of a bibliography on human rights education which has been distributed to all educational establishments, governmental and non-governmental agencies, libraries and international organizations; human rights training for police officials and trainers; workshops on human rights and the penitentiary system; human rights training for lawyers and other members of the legal profession; establishment of a series of agreements with provincial and national universities in order to carry out joint projects; production of a publication on human rights ("Facts and rights");

(b) In Italy, a joint effort of the National Academy of Scientists and the Italian Government has produced a survey of human rights education and information in Italy which contains information on human rights education in primary schools, secondary schools and higher education (collected through specific questionnaires), on existing programmes for human rights training for professional groups (police, prison personnel, magistrates and lawyers, teachers, health personnel), and on the existing information about human rights among the public in general, with an emphasis on the role of the media. All the current activities of governmental and non-governmental agencies active in this area are reviewed and detailed suggestions for improvement, addressed to the Italian Government, are proposed. Annexed to the survey are a list of documents relating to human rights education translated into Italian (including the Universal Declaration of Human Rights and several United Nations documents, including the Plan of Action for the Decade) and a list of the addresses of all institutes and governmental and non-governmental agencies dealing with human rights education which can be contacted and can provide materials for developing further programmes. The survey, whose publication is imminent, will be disseminated throughout the country, and in particular in all educational establishments;

(c) In May 1995, the Government of Ukraine adopted a resolution entitled "The programme of legal education of the population of Ukraine", which provides for a wide range of activities in the field of human rights education. In pursuance of this resolution, educational programmes in the field of human rights targeted to different age groups are being developed throughout the country; priority is given to children. Within this general framework, the Government has also requested the Centre for Human Rights to provide a number of institutions (ministries, institutions of higher education

and libraries) with human rights publications so that governmental officials, students, researchers and readers may have easy access to international instruments and information on human rights.

C. United Nations bodies and specialized agencies

36. In his report to the General Assembly, the High Commissioner reported on the contribution to the implementation of the Decade envisaged by the following United Nations bodies and specialized agencies: United Nations Children's Fund (UNICEF), United Nations Development Programme (UNDP), United Nations Institute for Training and Research (UNITAR), United Nations Institute for Social Development (UNRISD), UNESCO and the World Bank. Since October, new contributions have reached the Office of the High Commissioner, as follows:

1. Economic Commission for Europe

37. The Economic Commission for Europe expressed general support for the Decade and although its programmes do not relate to human rights education, it noted that an international centre for NGOs in countries in transition might be established under its auspices in Central and Eastern Europe to monitor, promote and assist in the implementation of the Regional and Beijing Platforms for Action for the promotion of women's human rights. Collaboration could be envisaged within the framework of this activity.

2. Economic Commission for Latin America and the Caribbean

38. The Economic Commission for Latin America and the Caribbean (ECLAC) informed the High Commissioner that it is already working towards some of the Plan's objectives; in particular, for the past three years ECLAC has collaborated with the Inter-American Institute for Human Rights in an interdisciplinary course on human rights, providing ECLAC staff members as teachers of the course. ECLAC envisages a joint research project between the two organizations which would analyse economic, social and cultural rights and the realization of those rights.

39. Another contribution to the Decade will consist of support for the global dissemination of the Universal Declaration of Human Rights through the United Nations information services in the region.

3. United Nations Environment Programme

40. In its response, the United Nations Environment Programme (UNEP) affirmed that it is not directly involved in human rights education. However, one of its objectives for the biennium 1996-1997 is to develop environmental citizenship, especially among children in primary schools, NGOs, consumer groups, the family, etc., to increase their understanding of environmental issues and develop environmentally friendly behaviour. Materials for this educational campaign will be made available to the High Commissioner as soon as possible as a contribution to the activities of the Decade.

### 4. Office of the United Nations High Commissioner for Refugees

41. The Office of the United Nations High Commissioner for Refugees (UNHCR) has expressed its readiness to share with the High Commissioner its experience in education and training aimed at a better knowledge and more effective implementation of refugee law and the human rights of refugees. In particular, UNHCR has expressed its willingness to work in collaboration with the High Commissioner's Office on the survey of existing programmes and materials for human rights education.

42. This need for collaboration is reinforced by the Conclusion, adopted by the Executive Committee of the High Commissioner's Programme at its forty-sixth session, which "encourages UNHCR, in cooperation with other organizations, to strengthen its efforts in assisting host countries' governments to ensure the access of refugees to education, including the introduction into such programmes of elements of education for peace and human rights".

### 5. International Labour Organization

43. In its response, the International Labour Organization (ILO) recalled its experience with training in international labour conventions and recommendations and fundamental labour rights, and the ongoing training programmes undertaken by its Training Centre in Turin, Italy.

44. In addition, at its November 1995 session, the ILO Governing Body decided that a public information on the basic human rights conventions should be expanded and instructed the International Labour Office to improve and expand its work in this area, in particular with respect to groups such as parliamentarians and members of labour tribunals, and to generally increase access to the mass media.

45. The ILO stated that it was immediately available to work with the High Commissioner towards the achievements of the objectives of the Decade.

## D. Other organizations

### 1. Council of Europe

46. The Directorate of Human Rights of the Council of Europe, and in particular its Awareness Unit, is in the process of assessing needs and formulating strategies for raising human rights awareness with a view to establishing a programme of activities in the framework of the Decade. Pending the establishment of such a programme, the Awareness Unit has undertaken various activities relevant to the Decade; in particular, it has produced and distributed a variety of materials to promote human rights awareness among the public, such as human rights posters, greeting cards based on the human rights posters, postcards, T-shirts and calendars. The Unit has also produced a human rights educational video, "Stand up now for human rights!", aimed at the 13 to 18 age group, which has been translated into several languages, a handbook on the role and functioning of national NGOs, and leaflets providing information on the Council of Europe's system for the protection of human rights. The Unit has also addressed professional groups,

such as police and prison officials. A seminar organized in December 1995 brought together country representatives, intergovernmental organizations and NGOs with an interest in human rights and the police. On that occasion, working groups considered materials for targeted human rights training.

47. The Council sent copies of two documents prepared in 1994 by the Directorate of Human Rights and the Directorate of Education, Culture and Sport, containing a summary of existing programmes and needs for human rights education (mainly in primary and secondary schools) in the countries of Central and Eastern Europe, and a useful human rights education bibliography developed over the last 10 years.

### 2. International Committee of the Red Cross

48. The International Committee of the Red Cross (ICRC) underlined the fact that in the framework of the Decade all States should be reminded that they have a specific obligation under international law to teach and to disseminate international humanitarian law among members of the armed forces and civilians. The international community has given the ICRC a mandate to participate in this effort. It carries out this task through its regional delegations and with the support of the National Societies of the Red Cross and the Red Crescent. In this framework, the ICRC has produced and contributed to the production of a broad range of pedagogical materials, such as cartoons, videos and books, adapted to different regions.

49. The ICRC promoted international training sessions for members of the armed forces and the establishment of networks by providing direct training to national instructors and officers responsible for training. Campaigns of awareness, aimed at primary and secondary schools, politicians and the general public, have also been undertaken, in particular through the media, for example in southern Africa, El Salvador, the Philippines, Afghanistan, Haiti, Somalia and Burundi.

## II. PROPOSALS FOR SUPPLEMENTING THE PLAN OF ACTION

50. The Commission on Human Rights, in resolution 1995/47, requested the High Commissioner to submit at its fifty-second session his proposals for supplementing the Plan of Action, taking into account the views submitted by governments.

51. The Ministry of Foreign Affairs of Cuba made suggestions for supplementing the Plan of Action, and in that regard referred to the Vienna Declaration and Programme of Action, which affirms that all human rights are universal, indivisible and interdependent and interrelated. In view of this, Cuba stressed that more emphasis should be given in the Plan of Action to economic, social and cultural rights, in particular, the right to development and self-determination and the right to a healthy environment. For instance, the Government suggested that in the production of training materials for selected audiences, referred to in paragraph 44 of the Plan of Action, materials specifically addressing economic, social and cultural rights should be envisaged.

52. Further, Cuba pointed out that in section VI ("Structure for coordination and implementation") of the Plan of Action, when addressing the issue of the establishment of national focal points and national training and resource centres for human rights education, the wording "according to national conditions", as mentioned in Commission on Human Rights resolution 1995/47, should be added.

53. In addition, Cuba expressed concern about paragraph 49 of the Plan of Action, which states that the "Centre for Human Rights will continue and enhance its activities aimed at assisting peace-keepers, international civil servants and development officers in integrating human rights standards, concepts and methods into the planning and implementation of their work". In this regard, the Government underlined the necessity of maintaining a clear distinction between peace-keeping activities and human rights activities. The Ministry of Foreign Affairs maintained that it is worth reiterating that human rights are not a component of peace-keeping operations undertaken under Chapter VII of the Charter of the United Nations, except in respect to the human rights that those forces must observe in performing their functions. Therefore, the human rights education and ethical training of its members must be guaranteed.

54. Finally, Cuba expressed concern at the fact that the Plan of Action does not mention measures for the elimination of illiteracy. The Ministry of Foreign Affairs recalled General Assembly resolution 49/184 and the Vienna Declaration and Programme of Action which affirm that States should strive to eradicate illiteracy. The Plan of Action should be explicit in this regard, stating that education is a constant factor in the multidimensional life of individuals and of society, and that human rights are an integral part of it.

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